



AIB Meeting

September 29, 2022

Pillar 5 Working Session

Email questions or comments during the
meeting to

aib@maryland.gov

Tasks or Subtasks Added Based on Feedback

5.1: Create, review, and approve implementation plans

- **AIB:** Organize virtual roundtable sessions for LEAs to exchange/discuss challenges associated with developing implementation plans

5.2: Establish and deploy Expert Review Teams

- **ERTs:** Collect similar qualitative and quantitative data during school visits

5.4: Monitor Blueprint outcomes

- **AIB:** Implement an outreach/information campaign that creates unique materials for different audiences (parents, teachers, students)
- **AIB:** Collect data related to teacher satisfaction/school culture

Ongoing Considerations Related to Pillar 5

5.1: Create, review, and approve implementation plans

- Role of Blueprint coordinators
- How State and local entities are engaging stakeholders in developing implementation plans
- Timing of Blueprint interim evaluation

5.4: Monitor Blueprint outcomes

- Review mandated Blueprint reports and publicly report findings
- Ensure transparency, accessibility, and accuracy of reported data
- Disaggregate data by race/ethnicity to track student achievement outcomes, behavior indicators and attendance
- Consider use of random sampling to assess student learning outcomes

Technical Assistance Related to Pillar 5

- Implementation plan development in each of the pillars
 - Virtual roundtables
- Targeted assistance in specific areas
 - PreK expansion
 - Career Ladder, including creating appropriate teacher leadership roles and responsibilities, providing non-instructional time during the workday, reorganizing the school day to accommodate non-instructional time, and training on the effective use of non-instructional time
 - College and Career Readiness pathways, including CCR Support pathway, designing high school schedules to accommodate post-CCR pathways, and developing rigorous CTE/apprenticeship programs
 - Community Schools
 - Strategic budgeting and allocation of resources to the school level
- Use of data/data analysis to inform strategic planning

Feedback

- Submit additional feedback and questions after the meeting to <https://bit.ly/AIBPlanFeedback>

Blueprint Comprehensive Implementation Plan

Blueprint Comprehensive Implementation Plan

- Timelines by pillar for each objective, task, and subtask
- Goals of Blueprint at full implementation and outcome measures to track progress
- Expected outcomes and measures of progress (as appropriate) by pillar and objective/task/subtask
- Key actors and deliverables by pillar and objective/task/subtask
- Guidelines for Blueprint implementation plans, including maximum page length
- Criteria for plan approval
- Implementation considerations for ongoing monitoring
- Technical assistance to support implementation plan development

Blueprint Expected Outcomes

- The AIB will monitor:
 - If implementation of each task results in achieving the objective of that task;
 - If implementation of the set of tasks in each pillar leads to the intended outcomes of the pillar; and
 - If implementation of all five pillars leads to the overall Blueprint goals
- Underlying principles of AIB's measures for Blueprint implementation:
 - Data will be disaggregated and tracked by student subgroups (race, SES, language, disability, and possibly gender), where appropriate and to the degree possible
 - Data will be collected and analyzed at the state, district, and by certain groups of schools (such as community schools and teacher preparation institutions), and possibly by school feeder pattern, where appropriate and to the degree possible
 - Outcomes will be tracked with a combination of quantitative and qualitative data

Blueprint Goal

Expected Outcome: Nearly all Maryland students – regardless of where they live, family income, race, ethnicity, gender, language spoken at home, special needs, and any other unique characteristic—leave high school globally competitive and prepared for success in postsecondary education, work and life

Outcome Measures:

- Rise in rate of students – and reduction of gaps among student subgroups— entering kindergarten who successfully graduate on time and move on to postsecondary education or well-paying jobs
- Nearly all Maryland students graduate CCR by Year 10
- Achievement gaps are reduced if not eliminated across all grades and student subgroups and LEAs by Year 10
- Participation in post-CCR pathways increases equitably across all student subgroups, and 45% of high school graduates earn valuable CTE industry credentials or complete high school level of registered apprenticeship by Year 10
- Remediation rates in Maryland community colleges across all student subgroups and colleges is reduced by Year 10

Pillar 1: Early Childhood Education

Expected Outcome: Nearly all students enter kindergarten ready to learn (i.e., developmentally ready for kindergarten, including physical, social/emotional health)

Pillar Outcome Measures:

- Overall KRA results improve over time and by Year 10 almost all students demonstrate kindergarten readiness
- Gaps in readiness between student subgroups decrease over time and by Year 10 gaps are nearly eliminated
- Gaps in readiness among students served by public and private providers decrease over time

Pillar 1: Early Childhood Education

Example objective outcome measure

Objective 1.1: Expand publicly funded full day PreK

Objective Outcome Measures:

- The number of 3- and 4-year-olds from low-income families enrolled increases so that all low-income 4-year-olds who wish to enroll are able to do so by FY 2026
- The percentage of public/providers meeting high quality standards increases annually until sufficient providers meet the standards to offer high quality full day preK to all low-income 3-year-olds and 4-year-olds who wish to enroll
- Participation of child care providers and staff in financial supports and incentives to meet high quality standards increases annually

Pillar 2: High-Quality & Diverse Teachers & Leaders

Expected Outcome:

Maryland has a high-quality teacher and leader workforce that:

- approximates the diversity of Maryland students statewide and by district,
- is sufficient to fill all needed positions and roles in schools and districts across the state,
- provides teachers with professional learning opportunities to improve student outcomes and additional responsibility, authority, status, and compensation as they gain expertise

Pillar 2: High-Quality & Diverse Teachers & Leaders

Outcome Measures:

- Teacher preparation candidates and graduates increasingly reflect the diversity of students in the state and by Year 10 approximate that diversity; are in sufficient supply to meet Maryland's workforce needs; and meet new rigorous graduation standards
- Teacher preparation graduates— including student subgroups and across programs — are licensed at an increasingly high rate (although there may be an initial dip when the new, more rigorous licensure tests are introduced) and by Year 10 nearly all graduates meet rigorous standards and earn licensure
- Supply of highly qualified and diverse teachers increasingly meets demand by district, statewide and within high needs (low performing, high concentration of poverty) schools and for new roles in schools (such as mentoring of new teachers) and by Year 10 meets demand
- Retention rates of teachers and leaders improve, particularly of new teachers and teachers/leaders serving high needs schools and in areas where there are shortages and by Year 10 retention rates are significantly higher particularly in the first 5 years of teaching
- LEAs establish well-functioning career ladders that provide teachers with the training to acquire skills and expertise and sufficient availability of roles to use their skills and expertise to improve student outcomes and progress on the career ladder

Pillar 2: High-Quality & Diverse Teachers & Leaders

Example objective outcome measure

Objective 2.4: Establish new statewide educator career ladder and professional development system linked to the career ladder

Objective Outcome Measures:

- The number of National Board certified teachers across all LEAs and teacher subgroups increases until there is a sufficient supply to support a well functioning career ladder in every school
- The number of teachers at each level and tier of the career ladder increases until there is a sufficient supply to support a well functioning career ladder in every school

Pillar 3: College & Career Readiness

Expected Outcome:

Maryland has empirically based CCR standard that:

- reflects readiness for postsecondary education; and
- has an education system designed to ensure that nearly all students who enter school ready to learn can reach this standard by 10th grade and move on to a choice of high-quality post-CCR programs that:
 - prepare students for college,
 - offer college credit in high school, and
 - provide high quality CTE training or apprenticeship

Pillar 3: College & Career Readiness

Outcome Measures:

- Rate of students identified as needing and getting learning support before 3rd grade especially in reading instruction and math increases initially, and then declines for all students and student subgroups and by Year 10 almost all students are on track by 3rd grade
- Rate of students on track (measured at 3rd, 5th, 8th, and 10th grade) increases for all students and student subgroups and gaps are significantly reduced by Year 10
- Rate of students on track at 9th grade increases (using 9th grade tracker) for all students and student subgroups and gaps are significantly reduced by Year 10
- High school graduation rate increases for all students and student subgroups and gaps are significantly reduced and almost all students graduate by Year 10
- Fewer students are assigned to special education (the lower tiers, in particular), so that by Year 10 there is an overall 50% decline in special education enrollment
- Increase in rate of students who need additional challenges identified and provided with programs that challenge them, with a goal of providing all identified students with appropriate coursework by Year 10
- The number of students who meet CCR by 10th, 11th, and 12th grade equitably increases across all student subgroups and gaps between student subgroups are reduced
- Participation in and completion of post-CCR pathways increases overall and across all student subgroups and students increasingly earn early college credits, full associate's degrees and valuable CTE industry credentials

Pillar 3: College & Career Readiness

Example objective outcome measure

Objective 3.3: Implement CCR pathways

Objective Outcome Measures:

- The number of apprenticeships/high-quality CTE programs offered by LEAs increases until there is sufficient supply to meet workforce demand
- The number of students enrolled in post-CCR pathways increases annually as more students become CCR by the end of 10th grade

Pillar 4: More Resources for Students to be Successful

Intended Outcome:

- Students who live in poverty or concentrated poverty, are English learners, or who require special education services receive the additional resources and services they need to achieve success in school and overall health and well-being, and by Year 10 reach CCR at the same rate as other students
- All students receive supports to address behavioral health needs

Outcome Measures:

- Gaps in achievement between students who live in poverty, are English learners and require special education services are reduced over time, and are significantly reduced by Year 10
- Community Schools show improvement in hiring and retaining high-quality teachers, student and teacher attendance rates, student discipline rates, school safety, and physical and mental health of students, with a Year 10 goal of significantly reducing gaps in these measures between these schools and other schools
- English language learners achieve English proficiency at an increasingly fast rate, with Year 10 goal of these students are on track with other students in reaching CCR
- Increasing rates of special education students staying on track, meeting CCR, and graduating on time, with Year 10 goal of significant reduction in the gap in these measures between special education students and the overall student population
- Student behavioral health needs are increasingly identified and addressed through a network of coordinated community supports

Pillar 4: More Resources for Students to be Successful

Example objective outcome measure

Objective 4.5: Enhance student health services

Objective Outcome Measures:

- The number of school-based health centers increases in schools with high poverty rates
- The number of behavioral health providers increases until all students can access needed services in a timely manner within a one-hour drive of their residence

Pillar 5: Governance & Accountability

Intended Outcome: Blueprint is fully implemented with fidelity and successful in achieving the Blueprint's goals

Outcome Measures:

- AIB develops 10-year comprehensive implementation plan and modifies as needed to achieve the Blueprint's goals
- Relevant state agencies and LEAs develop and implement their Blueprint implementation plans successfully and AIB provides technical assistance as needed
- AIB monitors implementation of the Blueprint and makes adjustments to the comprehensive plan or recommends changes to the Blueprint where necessary
- AIB identifies and provides needed technical assistance to State and local entities to effectively implement the Blueprint
- AIB holds State and local entities accountable for implementing their plans and achieving the intended outcomes

Pillar 5: Governance & Accountability

Example objective outcome measure

Objective 5.4: Blueprint outcomes

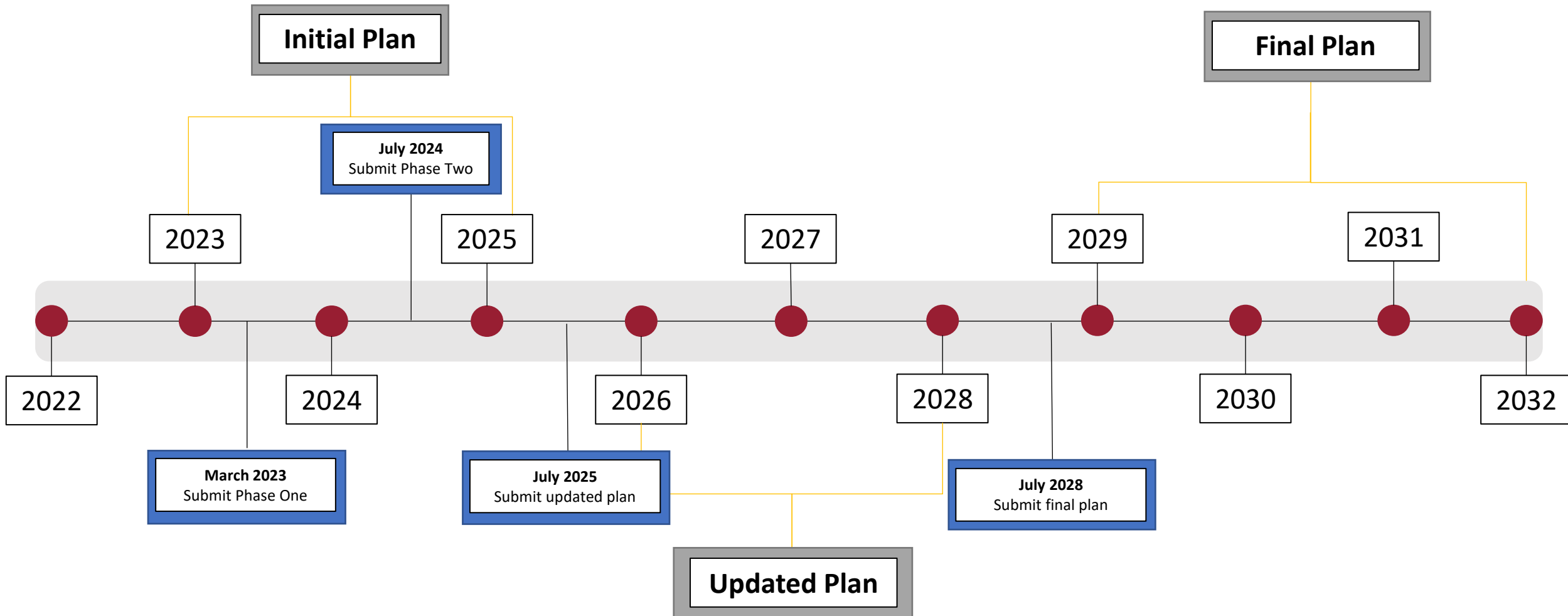
Objective Outcome Measures:

- AIB regularly collects and analyzes disaggregated data and uses it to keep the public informed on Blueprint implementation and success
- AIB releases funds based on whether LEA plans are being implemented successfully and achieving the intended outcomes
- AIB analyzes LEA expenditures to determine if Blueprint funds are being used as intended

Guiding Principles for Blueprint Implementation Plans

- Implementation plans should be aligned with the Blueprint Comprehensive Plan
- Plans should be actionable and concise
- Plans should cover implementation across all pillars (as applicable to the respective governmental unit/entity)
- Plans will require State and local agencies/entities to consider how they can do things differently
- Timing for implementation strategies is sequential and work together across the five pillars to achieve the Blueprint's expected outcomes

Potential Timeline for LEA Implementation Plan Submission



Key Considerations for LEA Implementation Plans

- Plans will be submitted in phases reflecting the sequential implementation of the Blueprint to achieve expected outcomes
- Initial plans will cover the objectives and tasks under each pillar within the first three years of the Blueprint's implementation
- Implementation plans may be updated each year
- Some LEA tasks depend on work that will be completed by other State or local entities (i.e., the professional development system developed by MSDE)
- Data from FY22 will serve as the baseline year for measuring progress towards the expected outcomes

Release of Withheld Funds

- Release of 25% withheld formula funds in FY23 will be based on meeting **minimum guidelines** established by the AIB for submission of phase one of the initial plan
- Release of 25% withheld formula funds in FY24 will be based on **phase one initial plan approval**